



SC Annual School Report Card Summary

Carolina School for Inquiry Charter School
 Richland School District One
 Grades: K-6 Enrollment: 108
 Principal: Victoria Dixon-Mokeba
 Superintendent: Dr. Percy A. Mack
 Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Excellent	TBD	TBD	A	N/A
2011	Below Average	Average	Silver	N/A	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A

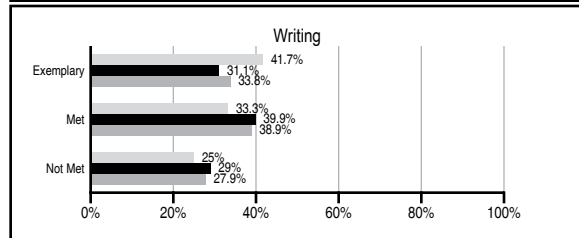
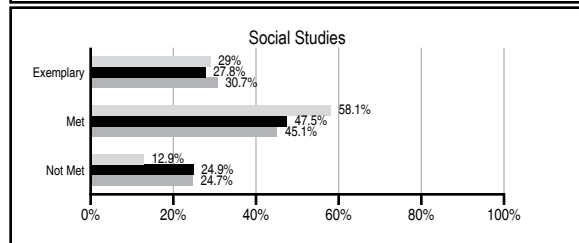
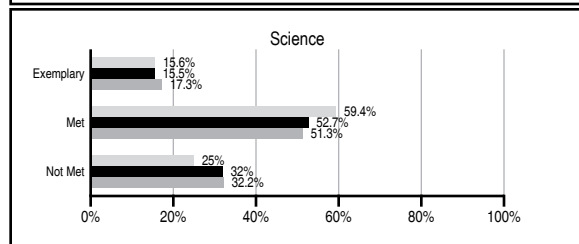
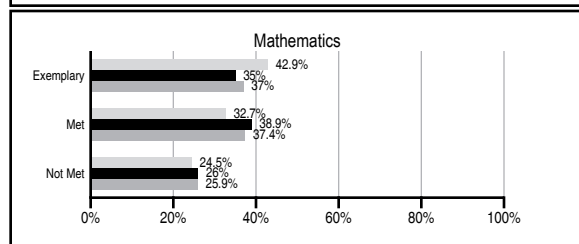
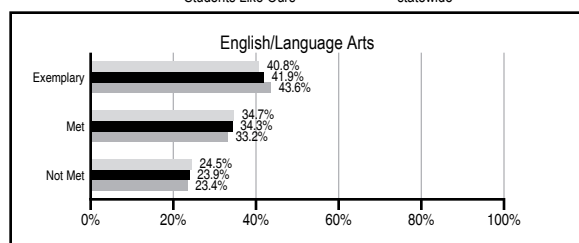
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
19	41	63	5	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Carolina School for Inquiry Charter School [Richland School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=108)				
Retention rate	0.9%	Up from 0.0%	1.3%	1.0%
Attendance rate	96.8%	Down from 97.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	75.0%	Up from 72.7%	62.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.0%	Up from 80.0%	89.6%	88.7%
Teacher attendance rate	98.1%	Down from 98.8%	94.9%	95.1%
Average teacher salary*	\$42,390	Up 22.0%	\$47,463	\$47,210
Classes not taught by highly qualified teachers	0.0%	Down from 21.2%	0.0%	0.0%
Professional development days/teacher	10.8 days	Down from 14.1 days	10.8 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	10.3 to 1	Down from 15.4 to 1	19.8 to 1	20.0 to 1
Prime instructional time	93.9%	Down from 95.7%	90.0%	90.5%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,074	Up 1.1%	\$7,322	\$7,247
Percent of expenditures for instruction**	57.0%	Down from 62.0%	67.7%	68.2%
Percent of expenditures for teacher salaries**	45.3%	Down from 51.4%	65.2%	65.7%
ESEA composite index score	99.6	N/A	88.6	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	6	13	4
Percent satisfied with learning environment	83.3%	100.0%	I/S
Percent satisfied with social and physical environment	66.7%	100.0%	I/S
Percent satisfied with school-home relations	83.3%	100.0%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others and the world in which they live.

We are approaching our seventh year as a public charter elementary school. Our continuous goal is to improve the quality of our educational programs, student achievement and our community support network. This year we focused on the intentionality of student learner outcomes with our teaching methods and engagements for active responsible classrooms. Teacher practitioners met weekly to discuss learner outcomes that were being stimulated in the various learning communities. Our conversations were always focused on student learning and student achievement while constantly reflecting on ways to grow each child. In an inquiry standards- based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how they are doing in specific areas related to the social sciences, reading, writing, and mathematics. This method of reporting emphasizes "learning" or "earning". A key advantage to our reporting system is to provide specific feedback to the students and their family so that they can purposefully work in collaboration with their children at home, and to support the school's effort in enabling the student to reach proficiency while simultaneously reinforcing the school's effort to move students beyond proficiency to advanced levels of understanding. Student scholars at CSI are assessed as individuals socially and academically. We can positively state that each child in grades K-6 has shown at least a year's growth in a year's time.

Students were assessed formally three times last year using the Dominion Reading Assessment. This assessment gave teachers and parents a good basis for what each child was able to do and provided a means for the teachers to intentionally meet student needs in weak areas. We also used Study Island, a formal on-line assessment of mathematics. Both assessments were used to drive instruction and to intentionally meet the needs of individual students. As a reflective group of practitioners, we understand the importance of PASS. The staff designed a non-threatening, intense after school academy CSI (squared) for students in grades 3-5. Master teacher leaders were selected for this academy based on content knowledge and expertise. The goal was to demonstrate testing as a genre and to provide students with hands on tools to perform successfully in the regular classroom and on the PASS. The academy strongly enhanced the authentic learning that happened throughout the school year.

For 2011-2012 the staff participated in the National Board for Professional Teaching Standards NBPTS process of Take One. While we will not have the results of the professional development opportunity for individual teachers, it is a clear demonstration that the teachers and staff at CSI are on a continual climb to increase their teaching methodologies which has a direct impact on student learning.

Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school as far as parental involvement collaboration and support.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status